

HARVEST OF THE MONTH PRESENTS...



# HARVEST HEROES!



OCT  
2007

BOTH CLASSES OF PEARS, THE  
EUROPEANS AND THE ASIANS...

KEEP BLOOD SUGAR LEVELS STEADY  
WITH LOTS OF FIBER IN THE EQUATION!

*Featuring this month's heroes...*

## THE PHENOMENAL PEARS!

**RATATATATATATA**

HOW DO PEARS SHOOT  
DOWN CONSTIPATION?

**KRINCH**

HOW DO PEARS FIGHT  
DISEASE?!!

**BADABOOM**

BECOME A PRO AT  
PICKING A PHENOMENAL  
PEAR!!!

This material was created and approved as an  
extension to the Harvest of the Month tool kit  
developed by the Network for a Healthy California.

**LEARN MORE INSIDE!**



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FUNDING OF THIS PROGRAM REQUIRES BOTH TYPES OF DOCUMENTATION...  
THANK YOU!!!

DON'T FORGET THIS MONTH'S FEATURED BOOK,  
"TOO MANY PEARS." SEE YOUR LIBRARY'S  
"Eat Your Books" RACK FOR TEXT AND LESSON!



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THE  
PHENOMENAL  
PEARS!

# GROW-ETRY.

## HOW WE GREW TO BE THE HEROES WE ARE...



We're honored to be recognized as this month's heroes,  
Worried about diseases? There's no reason to fear-o!  
We're daring, yet tasty... abundant, yet unique,  
We're perfect right now because we're at our peak!

There are 2 main types of pears, European and Asian,  
Both with tons of fiber; plus phytochemicals for any disease invasion...  
Both picked from trees in the fall, both taste so juicy and sweet when ripe,  
But European and Asian pears are both quite different depending on the type...

European pears are tender when ready to eat, and shaped like a teardrop,  
but ripening happens OFF the tree, after the picking of the crop...  
Asian pears think they're apples, round in shape, so crispy and so firm,  
These guys ripen ON the tree, then picked when they've finished their term...

There are 5 main types of European pears that are California-grown,  
Bosc's have giraffe-like necks, bad guys hate to be with them alone...  
Comice and Seckel pears might be small, but most say they are the most sweet,  
Red Anjou, she's unique, for she's shaped like an egg and red like a beet!

The last California-grown Euro is the "Mr. Popular" Bartlett pear,  
Changing colors as they ripen from green to yellow, is a quality so rare...  
Asian pears already got a shout out, but something to add to this poem's flow,  
Did you know some say they taste like a mix between a watermelon and a potato?

Now how do you make sure you pick out a phenomenal European pear at the market?  
If it is mushy with dents and bruises, put that one back and park it...  
Since we ripen off the tree, it's best to find one that's still hard,  
Once home, we could use your help to ripen, as you will play an important part...

Before we ripen you must decide when you want to enjoy us, later, or real soon?  
If for later, put us in the fridge now, and leave us there until you want ripening to resume...  
When ready for ripening to begin, place us outside the fridge in a paper bag,  
Check our necks for ripeness, and when they yield to pressure, you can enjoy us at last!

Enjoy us with our skin, that's where most of the fiber and phytochemicals are found,  
Chopped up and put in cereal or a parfait for the sweetest breakfast around!  
Feeling daring? How about a PPB&J... a Pear, Peanut Butter and Jelly?  
Add some diced pears to your salad... so healthy for your belly!

We're honored to be recognized as this month's heroes,  
Worried about diseases? There's no reason to fear-o!  
We're daring, yet tasty... abundant, yet unique,  
We're perfect right now because we're at our peak!

- Ben Bratcher, 2007



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## TOP SECRET INFO.

### PEAR POWERS



To be healthy, a variety of fruits and vegetables are necessary! Some ways pears help you be healthy are:

#### FIBER!

Fiber helps keep energy levels steady; lends a mighty hand to your intestines to prevent constipation; and may also lower blood cholesterol levels.

#### PHYTOCHEMICALS!

Pronounced "Fie-toe-KEM-ih-kuhls," these powerful plant chemicals may strengthen your body against diseases like cancer and heart disease!

### HOW TO GET PEAR POWERS



- Snack on raw pears with the skin as this is where most of the fiber and phytochemicals are found!
- Ever tried a "PPB&J"? A Pear, Peanut Butter & Jelly sandwich? Just add fresh pear slices to your PB&J!
- Sprinkle chopped pears on hot or cold cereal.
- Start off your day with a pear parfait (fresh diced pear, a favorite whole grain cereal/granola, and low-fat yogurt)!
- Pears and salad are an excellent combo! Two super heroes in one meal, whoa! Add some pears, blue cheese, walnuts, and baked/grilled chicken to a packaged salad blend and you're set!

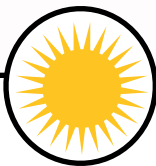
### DID YOU ALSO KNOW?



- Pears are the least allergenic of all the fruits, which means most people are not allergic to pears.
- All pears (except for Asian pears) do not ripen properly on the tree so growers pick them when mature, but green. They are meant to ripen *after* they are picked, not while on the tree!
- The wood of pear trees is one of the preferred materials in the manufacture of high quality woodwind instruments.
- Like apple seeds, pear seeds contain "cyanogenic glycosides," which can actually be toxic if eaten in really large quantities.
- Mr. Williams named what we know as Bartletts, after himself. When early Americans brought Williams pears to the American colonies, nurseryman Enoch Bartlett "discovered" the pear variety and, unaware of the pear's true name, distributed it as a "Bartlett." It is still known as the Williams pear around the world.

### WHEN PEARS ARE "IN SEASON"

While Bartlett pear season starts in the summer (August), the fall and winter are the peak seasons for the other California pear varieties (although you can find at least one variety available at any point in the year thanks to modern storage). During the growing season, pear orchards need the ideal warm days and cool nights that are found in northern California.



# ACTIVITY OVERVIEW: K-2

## ACTIVITY CALIFORNIA CONTENT STANDARDS

Writing Practice	K	<ul style="list-style-type: none"> <li>Writing Strategies 1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.</li> </ul>
KWL Chart: "What Do You Know?"	1	<ul style="list-style-type: none"> <li>Reading Comprehension 2.3 Make and confirm predictions about text by using prior knowledge; 2.2 Respond to who, what, when, where, and how questions; 2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words); 2.6 Relate prior knowledge to textual information.</li> <li>written and English oral language conventions 1.1 write and speak in complete, coherent sentences. edge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues; 2.4 Evaluate new information and hypotheses by testing them against known information and ideas.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Reading Comprehension 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas; 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</li> </ul>
Pick the Pears	K	<ul style="list-style-type: none"> <li>Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods); 1.18 Describe common objects and events in both general and specific language.</li> </ul>
	1	<ul style="list-style-type: none"> <li>Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</li> </ul>
	2	<ul style="list-style-type: none"> <li>Reading Comprehension 2.5 Restate facts and details in the text to clarify and organize ideas. 2.6 Recognize cause-and-effect relationships in a text. 2.7 Interpret information from diagrams, charts, and graphs.</li> </ul>
What Makes Us Pears?	K	<ul style="list-style-type: none"> <li>Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods); 1.18 Describe common objects and events in both general and specific language.</li> </ul>
	1	<ul style="list-style-type: none"> <li>Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys); 2.6 Relate prior knowledge to textual information.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Reading Comprehension 2.2 State the purpose in reading (i.e., tell what information is sought). 2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).</li> </ul>



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# ACTIVITY OVERVIEW: K-2

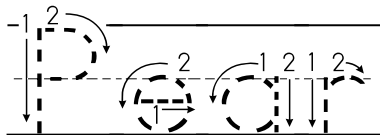
## ACTIVITY CALIFORNIA CONTENT STANDARDS

Circle Map®	K	<ul style="list-style-type: none"> <li>Word Analysis, Fluency, and Systematic Vocabulary Development 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, Foods); 1.18 Describe common objects and events in both general and specific language.</li> <li>Speaking Applications 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.</li> </ul>
	1	<ul style="list-style-type: none"> <li>Word Analysis, Fluency, and Systematic Vocabulary Development 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, Foods, toys).</li> </ul>
	2	<ul style="list-style-type: none"> <li>Reading Comprehension 2.5 Restate Facts and details in the text to clarify and organize ideas; 2.7 Interpret information from diagrams, charts, and graphs.</li> </ul>
Draw Us	K	<ul style="list-style-type: none"> <li>Artistic Perception 1.2 Name art materials (e.g., clay, paint, and crayons) introduced in lessons; 1.3 Identify the elements of art (line, color, shape/Form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/Form.</li> </ul>
	1	<ul style="list-style-type: none"> <li>Reading Comprehension 2.3 Follow one-step written instructions.</li> <li>Artistic Perception 1.3 Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/Form, texture, and space.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Reading Comprehension 2.7 Interpret information from diagrams, charts, and graphs; 2.8 Follow two-step written instructions.</li> <li>Artistic Perception 1.3 Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/Form, texture, and space.</li> </ul>
Guess What Family?!!	1	<ul style="list-style-type: none"> <li>Reading Comprehension 2.2 Respond to who, what, when, where, and how questions.</li> <li>Writing Strategies 1.1 Select a Focus when writing. 1.2 Use descriptive words when writing. 1.3 Print legibly and space letters, words, and sentences appropriately.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Reading Comprehension 2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how); 2.5 Restate Facts and details in the text to clarify and organize ideas.</li> <li>Writing Strategies 1.1 Group related ideas and maintain a consistent Focus.</li> </ul>

# WRITING PRACTICE.

Practice writing the word "pear."

Pear



Pear

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Practice writing the following sentence.

Pears are fruits.

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# WHAT DO YOU KNOW?

## 1. SOMETHING I ALREADY KNOW ABOUT PEARS:

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## 2. SOMETHING I WOULD LIKE TO LEARN ABOUT PEARS:

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## 3. WHAT I LEARNED ABOUT PEARS:

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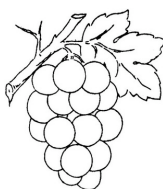




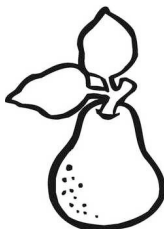
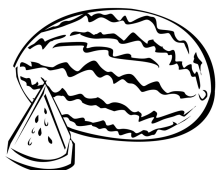
## PICK THE PEARS.

CIRCLE THE CORRECT ANSWER(S):

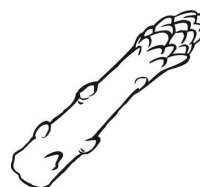
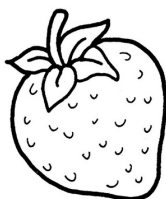
**1**



**2**



**3**



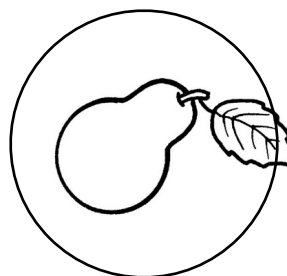
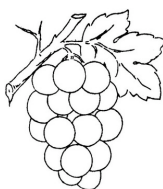
**4**



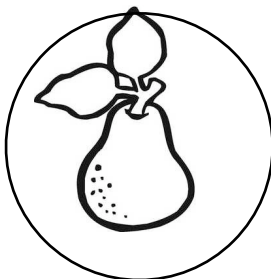
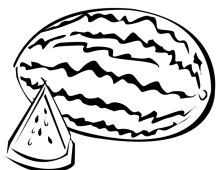
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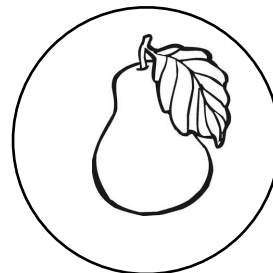
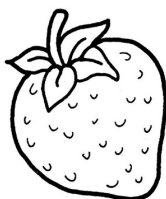
**1**



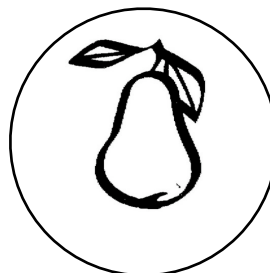
**2**



**3**



**4**



## WHAT MAKES US PEARS?

If we told you we were carrots, would you believe us? Well, why not? We want to know the truth... are you trying to say we're not as good looking as they are? Is that it?!!

While we do fight for the same cause, the truth is, we are obviously different than them. Why? Why not just call us "The Courageous Carrots"? (Besides of course the fact that we're so darn good looking...)

### CIRCLE THE CORRECT ANSWER(S):

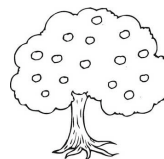
1. A pear grows:



on a vine like  
grapes



underground like  
a sweet potato



on a tree like  
an apple



on a bush like  
blueberries

2. A pear's color is:



as green as a  
grasshopper



as yellow  
as the sun



as brown  
as a bear

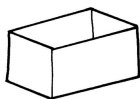


as red as  
a rose

3. A pear's shape is:



like a  
teardrop



like a  
box



like the  
earth

4. A pear tastes:



sweet like  
candy



sour like a  
lemon



salty like a  
pretzel



## WHAT MAKES US PEARS?

If we told you we were carrots, would you believe us? Well, why not? We want to know the truth... are you trying to say we're not as good looking as they are? Is that it?!!

While we do fight for the same cause, the truth is, we are obviously different than them. Why? Why not just call us "The Courageous Carrots"? (Besides of course the fact that we're so darn good looking...)

### CIRCLE THE CORRECT ANSWER(S):

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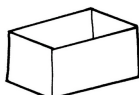
as red as  
a rose

*[Bartletts are green, then yellow; Red Anjous are red; and Boscs are brown]*

3. A pear's shape is:



like a  
teardrop



like a  
box



like the  
earth

*[European pears are teardrop shaped; Asian pears are round]*

4. A pear tastes:



sweet like  
candy



sour like a  
lemon

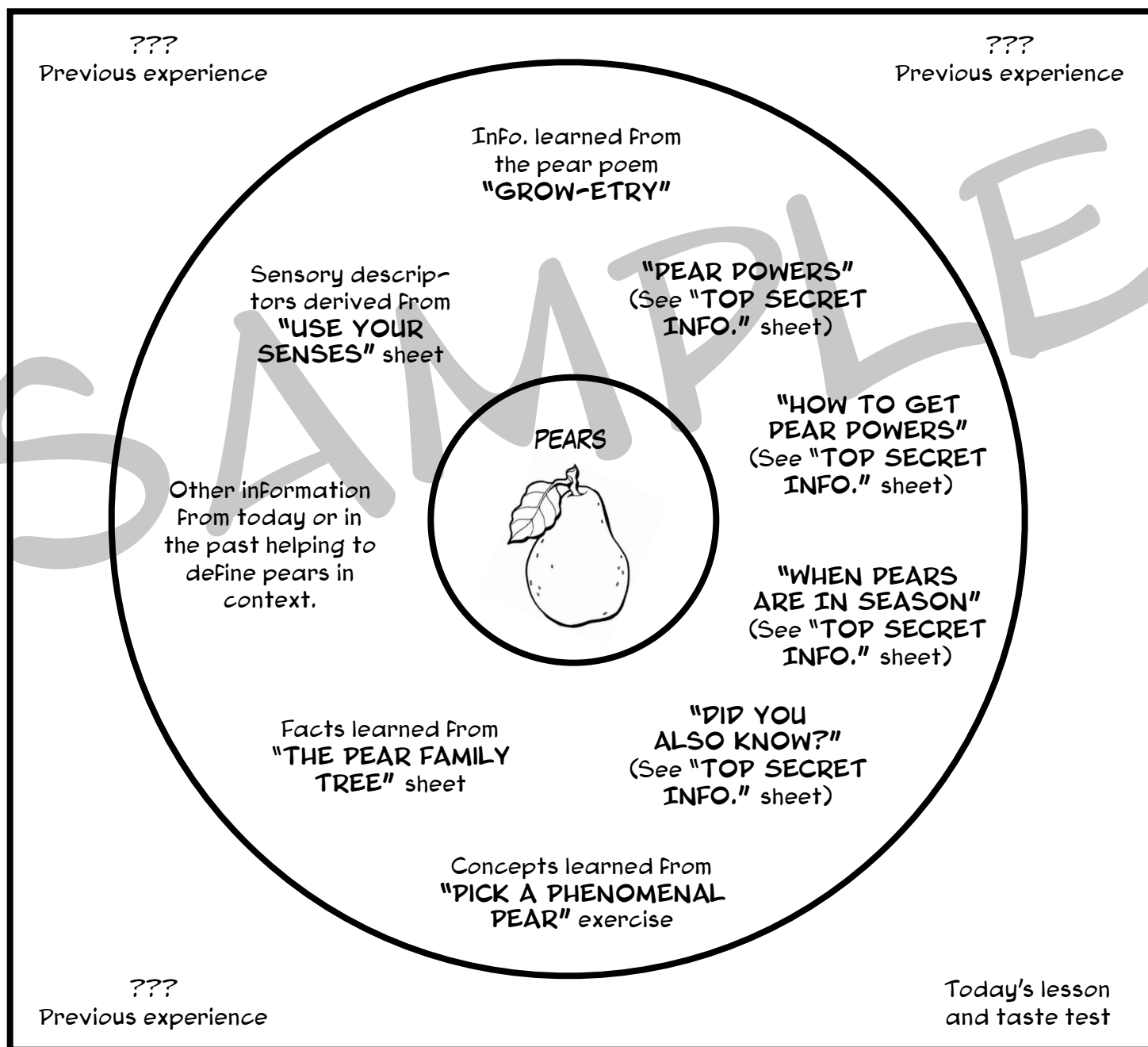


salty like a  
pretzel



## CIRCLE MAP®

Possible ideas to include in the formation of a Circle Map® about pears, depending of course on when the activity is done. This sample provided is a Circle Map® done after the lesson and taste test...



THE  
PHENOMENAL  
PEARS!

DRAW US.

Based on what you've learned about "The Phenomenal Pears", draw a picture of what you think they would look like when they're out fighting disease. Keep in mind their powers, when they're in season, how to pick them, and other facts that make them absolutely "Phenomenal"!



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THE  
PHENOMENAL  
PEARS!

GUESS WHAT  
FAMILY?!!

Date: \_\_\_\_\_

Dear \_\_\_\_\_

Today I tasted \_\_\_\_\_ at school. My favorite was the \_\_\_\_\_!

Two interesting things I learned were that: \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_.

Next time we go grocery shopping we can buy pears! We can make sure we pick a "phenomenal" one by  
\_\_\_\_\_  
\_\_\_\_\_.

Pears are so nutritious! It has **FIBER** which is good for \_\_\_\_\_  
\_\_\_\_\_ and **PHYTOCHEMICALS** which are good for \_\_\_\_\_  
\_\_\_\_\_.

Sincerely,

\_\_\_\_\_



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**THE  
PHENOMENAL  
PEARS!**

# RATE THE TASTE




DATE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

GRADE: \_\_\_\_\_

TEACHER NAME: \_\_\_\_\_

CIRCLE ONE:

VERY GOOD	OK	NOT GOOD
		

CHECK ONE:

WOULD YOU EAT  
A PEAR AGAIN?

☐ YES

☐ NO

COMMENTS: \_\_\_\_\_



**THE  
PHENOMENAL  
PEARS!**

# RATE THE TASTE




DATE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

GRADE: \_\_\_\_\_

TEACHER NAME: \_\_\_\_\_

CIRCLE ONE:

VERY GOOD	OK	NOT GOOD
		

CHECK ONE:

WOULD YOU EAT  
A PEAR AGAIN?

☐ YES

☐ NO

COMMENTS: \_\_\_\_\_

## EVALUATION

School: \_\_\_\_\_

Date: \_\_\_\_\_

# Students: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Grade: \_\_\_\_\_

1. Which of the Tool Kit materials/activities were most useful? (Mark all that apply.):

- ☐ "Grow-metry" Poem   ☐ Top Secret Info.   ☐ Writing Practice   ☐ What Makes Us Pears  
☐ Pick The Pears   ☐ Circle Map®   ☐ Draw Us   ☐ Guess What Family?!!   ☐ Taste Test

Comments: \_\_\_\_\_  
 \_\_\_\_\_

2. Please note how much time was spent on this lesson: \_\_\_\_\_

3. Did you find the Kit easy to use?   ☐ Yes   ☐ No

Why or why not? \_\_\_\_\_  
 \_\_\_\_\_

4. Do the Activities get easily integrated into your existing curriculum?

- ☐ Yes   ☐ No   If not, how would you suggest they be modified?

\_\_\_\_\_  
 \_\_\_\_\_

5. Are the nutrition concepts clear? Which ones do you emphasize?

\_\_\_\_\_  
 \_\_\_\_\_

6. What would make this Kit more complete for you to teach nutrition education more effectively?

\_\_\_\_\_  
 \_\_\_\_\_

6. What changes in your classroom have you made/will you make after participating in this month's Harvest?

\_\_\_\_\_

7. What changes, if any, do you notice in your students' outlooks in regards to nutrition? \_\_\_\_\_

\_\_\_\_\_

### DON'T FORGET!

Funding of this program requires 2 types of documentation:

#### 1. EVALUATION

Submit this page to Nutrition Services, Attn: Liz Vera as soon as possible. Call x7966 with questions.

#### 2. TIME LOG

Submit every month. The next one is due **NOVEMBER 1st**.

**THANK YOU!**



THIS MATERIAL WAS FUNDED BY USDA'S FOOD STAMP PROGRAM THROUGH THE CALIFORNIA DEPARTMENT OF PUBLIC HEALTH, NETWORK FOR A HEALTHY CALIFORNIA. THESE INSTITUTIONS ARE EQUAL OPPORTUNITY PROVIDERS AND EMPLOYERS. THE FOOD STAMP PROGRAM PROVIDES NUTRITION ASSISTANCE TO PEOPLE WITH LOW INCOME. IT CAN HELP BUY NUTRITIOUS FOODS FOR A BETTER DIET. FOR INFORMATION ON THE FOOD STAMP PROGRAM, CALL (323) 727-4542. CONTRACT # 06-55103.

